

**OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1286  
Introduction Date: 6/27/18  
Enactment No.: 18-1094  
Enactment Date: 6/27/18  
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**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Emerson Elementary School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

**Discussion:**

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Emerson Elementary School.

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**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

## **2018-2019 Single Plan for Student Achievement (SPSA)**

**School:** Emerson Elementary School  
**CDS Code:** 1612596001812  
**Principal:** Heather Palin  
**Date of this revision:** 4/20/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

<b>Contact:</b> Heather Palin	<b>Position:</b> Principal
<b>Address:</b> 4803 Lawton Avenue Oakland, CA 94609	<b>Telephone:</b> 510-654-7373 <b>Email:</b> heather.palin@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

# 2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Emerson Elementary School

Site Number: 115

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                     | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant                       |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant <input type="checkbox"/> 21st Century         |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant <input type="checkbox"/> School Improvement Grant (SIG) |

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/8/18

6. The public was alerted about the meeting(s) through one of the following:

- Flyers in students' home languages
  Announcement at a public meeting
  Other (notices, media announcements, etc.)

Signatures:

<u>Heather Palin</u> Heather Palin, School Principal	<u>[Signature]</u> Signature	<u>5/8/18</u> Date
<u>Jenica Bobbitt-Pearce</u> Print name of SSC Chairperson	<u>[Signature]</u> Signature	<u>5/8/18</u> Date
<u>Nicole Williams Browning</u> Nicole Browning, Network Superintendent	<u>[Signature]</u> Signature	<u>5-18-18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	<u>[Signature]</u> Signature	<u>5/24/18</u> Date

## 2018-19 SPSA ENGAGEMENT TIMELINE

**School Site:** Emerson Elementary School

**Site Number:** 115

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/5/2018	Instructional Leadership Team	Reviewed SPSA format, reflection of SPSA focus areas that past 5 years, and did root cause analysis of Math & ELA data, to determine draft theory of actions.
2/12/2018	Staff Meeting	Teachers did root cause analysis of major data points (aligned to school goals), to help determine focus areas for 18-19 school year.
2/20/2018	School Site Council Meeting	Reviewed recent data, and discussed implications for Budget for 18-19 to align efforts accordingly.
3/13/2018	Parent Community Meeting	Reviewed data, goals and gathered input from families
3/12/2018	Staff Meeting	Reviewed MTSS triangle for Academic and Behavior Interventions from Teachers, and solicited input/feedback to improve and strengthen sustainable systems for academic intervention.
4/30/2018	Community Newsletter, Staff Meeting	Share out with community budget updates that impact our community, including information about centrally funded positions. Include in this community update the MTSS model for 18-19, and roles and responsibilities for staff in 18-19 (Aligned to Priority Areas).
5/30/18	Staff Meeting	Share and get feedback from staff on Professional Learning Calendar for 18-19 (Aligned to Priority Areas), Leadership Structure including roles and responsibilites, and August Retreat Agenda, and emerging EOY 17-18 data.
5/30/18	Parent Meeting	Share and get feedback from parents on Priority Areas for 18-19, Tentative Event Calendar for 18-19, and emerging EOY 17-18 data.

**2018-2019 Final Budget****Programs Included in This Plan**

The School Site Council intends for this school to participate in the following programs:

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$56,525.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$172,539.10	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$105,518.69	TBD
<b>TOTAL:</b>	<b>\$334,582.79</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$56,881.76	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,398.96	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$58,280.72</b>	<b>\$0.00</b>

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** Emerson Elementary School

**School ID:** 115

#### School Description

Emerson Elementary School is located in the Temescal neighborhood of Oakland. Temescal, named after Temescal Creek, is one of the Oakland's oldest neighborhoods. Several important thoroughfares are located in this neighborhood: Telegraph, Claremont, and Shattuck Avenues, and 51st Street. It is a primarily residential neighborhood that has changed over the past few decades. What used to be a neighborhood filled with predominantly Italian businesses has become a neighborhood with massive new developments including upscale shopping and restaurants. Many young couples with children have moved to Temescal as the real estate prices in nearby Rockridge have grown too expensive. Today Temescal is a diverse neighborhood with concentrations of Ethiopian and Eritrean immigrants.

Emerson is currently 51.9% African American, 16.8% Latino, 11.2% Asian, 10.9% White, 5.3% Multiple Ethnicities, 1.2% Filipino. The top ten home languages spoken are English (78%), Spanish (12%), Other non-English (9%), Arabic (4.2%), Cantonese (1%), Vietnamese (1%), Khmer (0.6%), Tagalog or Pilipino (0.3%). 21.7% of students receive special education services. 25% of our students are currently English Language Learners and 78% of the students qualify for free or reduced lunch.

#### School Mission and Vision

##### Emerson Mission Statement

We are a relationship-centered school:

students are known, valued and celebrated.

We support all students:

academic and social emotional programs meet students where they are and accelerate them forward.

We are committed to equity:

we eliminate racial, socioeconomic and gender inequities through culturally relevant learning experiences.

We are a learning community:

with a learning stance, we use inquiry and reflection to improve our practice.

##### Emerson Vision Statement

Emerson prepares students for lifelong success by embracing and nurturing the whole child. We create learning environments centered around students, facilitated by teachers, and supported by families and our community, so that every child grows and succeeds.

## Family & Student Engagement

We are committed to engaging all families in a variety of ways, to meet the diverse needs of our students and working lives of our families. We have the following standing events, that communicate updates and announcements to our community: Monday morning announcements, Friday afternoon All Call, and our Monthly Community Coffee in the Garden, Monthly Parent Email Newsletters, and Quarterly Parent Conferences. We also hold monthly and annual events, that bring families into our community, to celebrate students and their work and achievements: Back to School Night, Family Literacy Night, Black History Showcase, Ice Cream with the Principal, Community Assemblies, Open House. Our 4th and 5th grade students experience outdoor learning adventures, thru partnerships with Mosaic and Pigeon Point. These programs focus on exploring the outdoors, as well as character and resilience building. Each year, we gather input from our students, families and staff to learn how to better serve our community using the California Healthy Kids Survey, the past two years we've exceeded the number of surveys that we were required to obtain. In addition, our Community School Manager's role is focused on promoting family engagement, and reducing Chronic Absence. The CSM plays a crucial role in creating an inviting school community for all families, while also emphasizing the importance of kids being in school each day. This year our CSM has organized at least 5 events that bring our community closer together (and at times also raise money for the school): Father/Daughter Dance, Crab Feed, Holiday Gift Store, Pancake Breakfast, Extreme Workout, Valentine Grams, Cookie Fundraiser. These events have done a remarkable job of casually bringing our diverse community together and closer. Our Chronic Absence has decreased significantly over the course of this year, as a result of celebrating attendance monthly, posting students attendance achievements outside the main office, monitoring attendance weekly, and supporting families overcome transportation barriers - as well as get access to McKinney Vinto Services. Finally - we are fortunate to host a robust Summer School Program, thru a partnership with Springboard and the YMCA. This program provides targeted reading support with small class sizes to some of our struggling readers. Students showed tremendous reading growth in this program last summer. The YMCA provides a free afternoon recreational program as well. Both programs are free to our students, and provide breakfast, lunch and snacks for all students.

## 1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p><b>LANGUAGE &amp; LITERACY</b></p>	<p>Balanced Literacy practices are stronger across grade-levels. Small group focus over the course of the year, has led to more differentiated and targeted instruction of targeted literacy skills. Guided Reading is an expectation at school, still in emerging level. SRI Mid-year 17-18 data shows incremental growth, particularly of students that are multiple grade levels below (12% of students moved to just 1 grade-level below). This is attributed to a focus on focal students (1.5 years below) in PLC's. In addition, teacher identified key skills to focus on to support students in increasing proficiency on SRI - including vocabulary, and inference. Teachers taught these skills using GLAD integrated strategies. We also gave the SRI as a practice test 2 times this year, allowing students increased time to become familiar with the otherwise daunting assessment.</p>	<p>16-17 SBAC DF3 data shows that average student performance declined. Did not strategically use PLC's to support data analysis. School leaders focused on transformation, were pulled away from stability of school. Focus was too broadly on Balanced Literacy, and not enough focus on CC &amp; complex texts. 6 new teachers, 3 in testing grades.</p>	<p>A more targeted focus on the Literacy asks of the SBAC, will allow teachers to be intentional about planning for gaps in the curriculum. Increasing the MTSS structure, particularly for literacy will insure that students that are multiple levels below will make incremental progress (1.5 - 2 years / year). Our PLC structure is emerging. This year teachers met in PLC's for half the year, which allowed teachers to analyze data and adjust instruction accordingly. Unfortunately - funding was cut, and this collaboration time suffered accordingly.</p>

<p><b>STANDARDS-BASED INSTRUCTION</b> <i>(INCLUDING CORE CONTENT BEYOND LANGUAGE &amp; LITERACY)</i></p>	<p>Grades 3-5 average 100 points growth on SMI.</p>	<p>Need more focus on Math PL, particularly 3 reads, and number talks as foundational practices. Math has not been an instructional priority, school wide. Teachers need more time to make meaning of the curriculum (expressions &amp; purple guide), and identify gaps with the standards. Grade-level teams need time to analyze assessments, and unpack the tasks.</p>	<p>Math proficiency is at 27%, according to SMI on 17-18 mid-year data. There needs to be more robust focus on instructional core, and alignment with PL on standards-aligned instruction for math to support accelerated math growth. Teachers need to look at Math Data in a continuous COI, using formative assessments. PLC time must be embedded weekly in Professional Learning structure.</p>
<p><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b> <i>(CULTURE &amp; CLIMATE)</i></p>	<p>Attendance has improved by at least 4% on average at the mid-year 17-19. Community School Manager has focused on chronic absence, utilizing outreach activities: job fairs, fundraising activities, parent volunteer recruitment, and 1:1 calls home. Attendance Clerk makes daily calls home to absence families, building connections, and holding families accountable to good attendance. BART passes and bus passes, and gas cards are made available to families in need - to support with getting kids to school each day. Attendance is celebrated monthly in school-wide assemblies.</p>	<p>Students missing school due to illness, travel from out of area, and city, and other unknown areas (including homelessness). Need to continue to improve consistency of attendance team meetings, to insure consistent follow-thru with families on SARTs and SARBs and other wrap around service supports.</p>	<p>At time of SPSA, Chronic Absence was at 15.4%. Students are still missing large amounts of school, although this is a significant reduction from 16-17 EOY data at 19.4% CA. School needs to continue chronic absence as a priority area.</p>
<p><b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b> <i>(SELLS NEEDS ASSESSMENT)</i></p>	<p>TSA was GLAD certified, and embedded strategies into PL. 3 teachers will attend a more intensive training, to bring back to school. Reclassification rate, increased incrementally.</p>	<p>ELL population increased in one year from 7% to 19% ELL. Teachers have not had extensive experience focusing on systematic ELD, due to small ELL population.</p>	<p>We have a grouping ELL population, and need increased supports to serve this population. ELL population increased in one year from 7% to 19% ELL. Teachers have not had extensive experience focusing on systematic ELD, due to small ELL population.</p>



**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

**School:** Emerson Elementary School

**School ID:** 115

**2: SCHOOL PRIORITIES, GOALS & PRACTICES**

<b>LANGUAGE &amp; LITERACY</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Literacy	By 2020, 66% of students will be reading on-grade level according to the SRI.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SRI	African American Students	19.5%	36.0%	40.0%

**What other leading indicators can you watch over the course of the year to monitor progress towards this goal?**  
 F&P Monthly Reading Records, SRI practice tests, SBAC IAB's, Guided Reading Groups Data analyzed in PLC's.

**Theory of Action for Language & Literacy Priority:**  
 If we implement the 8 components of balanced literacy with fidelity, then students will be able to use strategies to reach their literacy goals and show multiple years growth. If we increase the academic supports in our MTSS pyramid, then students will make accelerated reading progress, including students that are below, at and above grade-level (GATE students).

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	Teachers will use the reading workshop structure to offer standards based lessons on a daily basis and ensure that there is differentiation through independent leveled reading and small group differentiated lessons. Teachers identify focal low-performing students (at least 1.5 years below) using F&P Data in PLC's following the COI model - to support growth over a 6-8 week period.	Bi-monthly walk-throughs with Instructional TL to support teachers with goals, differentiation and independent reading during PLC and planning time. Adhere to the Instructional Core in bi-monthly walkthrus. Academic Mentors work in K-2, 3-5 classrooms to support small group instruction targetting guided reading and word study curriculums.	Lesson Plans, Classroom Observations & Debriefs with Teachers, Student reading growth per F&P and SRI Data
1-2	Teachers utilize small group instructional strategies, including: guided reading, learning centers or stations, and or expert groups to deliver more differentiated instruction. This strategy provides targetted support for kids that are below, at and above grade-level specifically (GATE students).	Leadership provides professional learning, and collaboration time focused on designing small group instructional lessons, to meet the needs of diverse learners.	Students will make reading growth. PLC minutes will reflect analysis of guided reading implementation, and next steps for instruction.

1-3	Vocabulary Development & Word Study	Focus on Word Study in PLC's, using the Rime Magic curriculum (K-2).	Students will make growth on SRI, and in turn SBAC as a result of more focus on Vocabulary.
1-4	Writing Workshop	Embed time for Writing Assessment analysis, and planning in PL & PLC's aligned to assessment calendar.	Students writing will improve as evidence on Writing Interim Assessments.
1-5	Gen. Ed and classroom teachers will closely collaborate through shared prep periods to support inclusion for students with disabilities.	Coordinate prep schedules so that gen ed and special ed. teachers have common time.	Lesson plans will be co-created, to best serve students with disabilities.
1-6	Students who are performing far below grade-level will be provided an SST, and considered for Reading Intervention and/or After School Program.	Hire Reading Intervention teacher who will target students that are 2-3 grade levels below.	Students that are 2-3 grade-levels below will make 1.5-2 years reading growth per SRI.

<b>STANDARDS-BASED INSTRUCTION</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Math	By 2020, 35% of African American students will score proficient or advanced on the Math SBAC.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC Math	Latino Students	7.50%	20%	25%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	Math CeOU, ST Math Progress Monitoring, Weekly Math Formative Assessments, and Problem of the Day, SMI Data				
<b>Theory of Action for Standards-Based Instruction Priority:</b>	If we make math a focus area for Professional Learning, utilizing the OUSD Math Foci, over the course of the year, then math instructional practices will improve and students will increase engagement and performance on math assessments.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	Teachers will include 3 reads in daily math practice.	Work with Central Office & ITL's to lead math professional learning that is CCSS aligned. PL & PLC's for collaboration, planning and reflection on 3 reads.	Classroom Observation Data will show impelmentation of 3 reads. Student math data, will show increased proficiency of math problems, as a result of 3 reads.
2-2	Teachers will include Number Talks in math lessons multiple times/week,.	Work with Central Office & ITL's to lead math professional learning that is CCSS aligned. PL & PLC's for collaboration, planning and reflection on number talks.	Numbers talks will happen multiple times in a week, as evidency by classroom observation data. Students will show increased performance on math formative and summative data as a result of number talks.
2-3	Utilize Math Expressions & OUSD Curriculum Purple Book to deliver Common Core Aligned Instruction	Work with Central Office & ITL's to lead math professional learning that is CCSS aligned. PL & PLC's for collaboration, planning and reflection on unpacking and planning using Math Expressions, and the Purple Book.	Lesson plan will show evidence of CC aligned standards, curriculum, and math tasks. Formative assessments will be embedded throughout.
2-4	Teachers us small groups to provide math centers, to differentiate math centers with a focus on GATE students.	PL continues to focus on strong small group strategies, and teachers embed this as a deaily practice during math time.	SBAC Math scores rise for all students, specifically GATE students.
2-5	Community School Manager coordinates with CDC to facilitate 3x/year visits of preschool kids to TK/K classes to support transition.	TK/K teachers have planning time with pre-k teachers during PL to support transition, and discuss goals for incoming studetns.	TK/K students will show increased growth in F&P foundations as a result.

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Multi Tiered Systems of Support	By 2020, chronic absences of African American students will decrease to 13%.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Chronic Absence	Low-Income Students	22.9%	17.0%	15.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Weekly Chronic Absence Rates, Teacher Attendance Data, CHKS				
Theory of Action for Conditions for Student & Adult Learning Priority:	If we increase engagement of students in classrooms, and family in the community, and monitor attendance and celebrate positive and improved attendance - then chronic absence will decrease.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION		

3-1	Teachers hold morning circles daily, to support Tier 1, and students SEL.	Leaders embed time in PL for teachers to plan for and implement Tier 1 practices at key times of the school year.	Tier 1 implementation increases according to TFI, and classroom observations.
3-2	Teachers implement PBIS Tier 1 practices, across classrooms and school common areas.	Leadership roles out Emerson Way (August, January, April).	According to TFI, Tier 1 Increases.
3-3	Community School Manager facilitates COST, and embeds attendance data analysis into COST meetings. This structure supports Foster and Homeless youth.	COST reviews attendance data bi-weekly. Makes plans to support.	Attendance improves, as measured by Weekly Chronic Absence Data.
3-4	Monthly Assemblies celebrate student performance, perfect attendance and improved attendance. This strategy supports low income students, in addition to all student.	Leadership celebrates students in monthly assemblies, and posts students names on bulletins by main office.	Student attendance improves, as measured by Weekly Chronic Absence Data.
3-5	The school will partner with community organizations already providing services to low-income families to develop strategies to support attendance.	CSM & Principal meet weekly to review families in need of additional support, to insure students/families with chronic absence have Tier 2 & 3 supports as needed, and then match the appropriate support/community organization.	Attendance improves, as measured by Weekly Chronic Absence Data.
3-6	Teachers review Emerson Way for all common areas, and utilize 4:1 and positive incentive system accordingly.	Principal and leadership implement Playground Supervision system that is aligned to PBIS model, and supervision is reviewed in PL structure to insure fidelity with Tier 1 systems.	URF's decrease, and suspensions decrease, and there will be fewer injuries on playground as well.
3-7	Teachers refer students needing more academic and behavioral support to COST. This strategy supports Foster, Homeless and ELL's.	COST meets weekly, facilitated by CSM - and refer students to SST if necessary, or related services according to MTSS model, including Tier 2 or 3 interventions: LLI reading intervention, counselling with Children's Hospital or EBAC, After School Program Support (BACR), Experience Corps or Faith Network reading tutoring, Check-In-Check-Out, Today's Future Sound Therapeutic Beat Making, McKinney Vinto Services, Attendance SART/SARB.	Improved attendance, increased SRI scores, improved CHKS data, increase SMI scores.

3-8	Teachers will provide culturally relevant materials and strategies to better engage all students, but especially our African-American students.	Provide PD on Culturally Relevant practices.	Engagement will increase as evidence by classroom observations, and SRI scores increase as a result.
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<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Small Group Instruction	ELL reclassification rates will have increased by 5% each year.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	English Learner Reclassification	English Language Learners	20.0%	25.0%	30.0%

<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	SRI, F&P, ELPAC
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<b>Theory of Action for English Language Learners Priority:</b>	If we use systematic ELD as our primary curriculum for push-in support, and do pull-out for newcomers, then our ELL's will making increased growth.
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#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
4-1	Maintain a consistent schedule so that all ELL will be in daily designated ELD classes for at least 30 minutes.	In partnership with Michael Ray, and ELL department - teacher leaders and principal will facilitate PL focused on Integrated ELD.	Evidence of PL Agendas, Lesson Plans utilizing Systematic ELD Curriculum
4-2	Small Group Instruction, with homogeneous reading groups (ELL Focused). All teachers identify ELL focus students, that are monitored in PLC's using COI model.	In partnership with Michael Ray, and ELL department, teacher leaders and principal facilitate PL on Small Group Instruction, Guided Reading Focus. Academic Mentors will support with Systematic ELD for K-2 ELL's (Tier 2 Intervention).	Reading Growth per F&P, SRI, ELPAC
4-3	Provide mental health services and extended learning services to students that might have had difficult transitions, challenge accessing classroom space or traumatic life events, such as newcomers who transitioned to the U.S., foster youth or homeless youth.	Partner with County Mental Health providers to provide 1:1 and group support to students, using COST as a referring vehicle.	URF referrals will decrease, and students will note increase healthiness per CHKS.
4-4	3-4 Teacher leaders and principal attend summer GLAD institute. GLAD strategies are a norm across grade-levels.	Teacher Leaders and Principal attend GLAD training, and work with Instructional Leadership team to plan and facilitate PL that includes GLAD strategies in PL.	GLAD strategies are evident in classroom instruction, evidenced by walk-thrus

4-5	Teachers facilitate Integrated ELD, across content areas.	SELLS works in partnership with SSC to analyze data focused on ELL's and align program supports to accelerate reading growth.	Reading Growth per F&P, SRI, ELPAC
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**PROPOSED 2018-19 SCHOOL SITE BUDGET**

**Site Number:** 115

**School:** Emerson Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with afterschool provider to increase alignment of school-day Academic Tier 2 & 3 MTSS Model, Focus on Reading Intervention	Literacy	A1.6 After School Programs	5825				115-1
\$16,098.81	General Purpose Discretionary	Extra time for classified staff	Multi Tiered Systems of Support	A5.1 School Culture & Climate (Safe & Supportive Schools)	2922				115-2
\$5,840.53	General Purpose Discretionary	Supplies	Literacy	A2.3 Standards-Aligned Learning Materials	4310				115-3
\$5,000.00	General Purpose Discretionary	Copier maintenance contract	Math	A2.3 Standards-Aligned Learning Materials	5610				115-4
\$29,585.66	General Purpose Discretionary	Attendance specialist	Multi Tiered Systems of Support	A5.4 Root Causes of Chronic Absence	2205	SPECIALIST, ATTENDANCE	SPECAT0034	0.50	115-5
\$13,602.18	LCFF Supplemental	Release Teachers for PLC, Support Tier 1 & 2 Behavioral MTSS model.	Multi Tiered Systems of Support	A5.1 School Culture & Climate (Safe & Supportive Schools)	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0167	0.20	115-6
\$30,846.92	LCFF Supplemental	Tier 2 Reading Intervention, and Release Teachers for PLC.	Literacy	A3.4 Teacher Professional Development focused on Literacy	1105	TEACHER STIP	TCSTIP9999	0.60	115-7
\$74,666.46	LCFF Supplemental	Tier 2 & 3 Reading Intervention	Literacy	A3.2 Reading Intervention	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH1413	1.00	115-8
\$24,767.40	LCFF Supplemental	Academic Mentors to support Tier 1 & 2 Reading Intervention (Aligned to MTSS model), Additional Focus on Tier 2 ELL students in systematic reading support.	Small Group Instruction	A4.1 English Learner Reclassification	2928				115-9

\$5,618.24	LCFF Supplemental	.1 Community Schools Manager to build MTSS Model, Focus on Chronic Absence Reduction.	Multi Tiered Systems of Support	A5.4 Root Causes of Chronic Absence	5730				115-10
\$23,037.90	LCFF Supplemental	Contracts to support academic acceleration	Small Group Instruction	A2.1 Implementation of the CCSS & NGSS	5825				115-11
\$56,881.76	Title I: Basic	.9 Community Schools Manager to build MTSS Model, Focus on Chronic Absence Reduction.	Multi Tiered Systems of Support	A5.4 Root Causes of Chronic Absence	5730				115-12
\$1,398.96	Title I: Parent Participation	Surplus, intended to increase Parent Engagement. Additional Focus on Building SELLS that is integrated with SSC.	Multi Tiered Systems of Support	A3.3 Family Engagement focused on Literacy Development	4399				115-13



# Emerson Elementary School

## Parent Involvement Policy

### 2017-2018

Emerson Elementary School will involve parents in regular, two-way meaningful communication addressing student achievement and ensuring:

- that parents play an integral role in assisting their child's learning
- that parents are encouraged to be actively involved in their child's education
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

In compliance with Section 1118(a)(2), of the Elementary and Secondary Education Act (ESEA), Emerson Elementary School has developed this written Title I parental involvement policy with input from Title I parents. We began by electing our School Site Council members who must consist of parents, teacher, other staff, and the principal. Together we reviewed the school's goals to support teaching and learning at Emerson Elementary School, and distributed the policy to parents. The policy describes the means for carrying out the following Title I involvement requirements.

- Involve parents in the joint planning and development of the **district's Title I plan** through representation on the district LCAP Parent Advisory group.
- Involve parents of Title I students in an organized, ongoing, and timely way in the **planning, review, and improvement of its Title I programs** and the title I parent Involvement Policy. Title I parents review program changes at family engagement meetings conducted by the principal. Include parents in the annual review of Title I programs and use the results of the annual review to address any identified barriers to parental participation.
- Involve parents in the development, implementation, and review of **Parent-School Compacts**. The compact will be discussed and signed during fall parent-teacher conferences and reviewed during spring conferences.
- Involve parents in the **planning and development of effective parent involvement activities** through representation on the School Site Council. Meetings will be scheduled flexibly with the scheduling needs of parents in mind.
- **Build the schools' and parents' capacity** for parent involvement by:
  - providing parents with information on state standards, assessments, requirements of Title I, monitoring their child's progress, and working with educators. Information will be provided during an annual fall meeting and through quarterly progress notices distributed through school newsletter.
  - providing materials, resources and training to help parents work with their children to improve academic achievement. Resources will be provided in classroom newsletters and communications. Parent trainings and family education nights will be planned each year based on the school needs assessment and may include a family Literacy Night, Math Night, etc.

- o communicating regularly with parents in clear and understandable terms. This will include opportunities for parents to participate in decision-making roles, volunteer opportunities, quarterly Title I meetings, classroom newsletters, an annual parent survey, parent- school compacts, and parent-teacher conferences. Parent-teacher meetings will be scheduled at any time, as requested by parents.
- o coordinating parent involvement activities with other initiatives including after-school programs, etc.

#### Accessibility


Emerson Elementary School provides opportunities for all Title 1 parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Emerson provides families with information and school reports, in the family's home language. Emerson has a handicap accessible entrance and exit. We offer translation services, when it is necessary in meetings, whole school functions, and at any time where families need to access information about their child's education. Title 1 parents are encouraged to participate, and we do outreach via email newsletter, weekly Robo-Call, and backpacked messaging.

#### Adoption

This Emerson Elementary School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I programs, as evidence by

This policy was adopted by the Emerson Elementary School Site Council on November 7th, 2017 and will be in effect for the period of the 2017-2018 school year. The school will distribute this policy to all parents of students participating in Title I, Part A, children. It will be made available to the local community.

Emerson's notification to parents of this policy will be in an understandable uniform format and, to extent practicable, provided in a language the parents can understand.

  
Principal's Signature

  
Date

# Emerson Elementary School

## Student / Parent / Teacher Compact

### 2017-2018

*WE KNOW THAT STUDENTS LEARN BEST WHEN  
EVERYONE WORKS TOGETHER TO ENCOURAGE LEARNING*

#### **Student Goals:**

- I will attend school regularly and be on time.
- I will do my best in class and on my school work.
- I will ask for help when I don't understand something.
- I will come prepared each day (supplies, books, completed work).
- I will keep a positive attitude towards self, others, school and learning.
- I will discuss with my parents what I am learning about in school.
- I will read frequently at home.
- Other: \_\_

*Student Signature* \_\_\_\_\_

#### **Parent Goals:**

- I will ensure that my child attends school regularly and is on time.
- I will provide enough time and an environment at home that allows my child to complete school work and/or study at home.
- I will encourage my child to do his/her best work.
- I will be aware of my child's progress by attending conferences and requested meetings, monitoring homework, checking schoolwork and communicating with school staff.
- I will reinforce to my child the importance of respect for self and others.
- Other: \_\_

*Parent Signature*\_\_

#### **Teacher Goals:**

- I will be a positive role model.
- I will provide a positive learning environment that builds self-esteem and academic knowledge where students can be successful.
- I will maintain high expectations for myself and the students.
- I will communicate and work with families to support student learning.
- I will show respect to parents, students and family situations.
- I will encourage good reading habits and study skills.
- Other: \_\_

*Teacher Signature*\_\_

# **Emerson Elementary School**

## **Student / Parent / Teacher Compact**

### **2017-2018**

#### **Accessibility**

Emerson Elementary School provides opportunities for all Title 1 parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Emerson provides families with information and school reports, in the families home language. Emerson has a handicap accessible entrance and exit. We offer translation services, when it is necessary in meetings, whole school functions, and at any time where families need to access information about their child's education. Title 1 parents are encouraged to participate, and we do outreach via email newsletter, weekly Robo-Call, and backpacked messaging.



**2017-2018**  
**School Site Council Membership Roster – Elementary**

School Name: Emerson Elementary

Chairperson : Jenica Babbitt-Pearce
Vice Chairperson: Peter Limata
Secretary: Alan Pursell

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Jenica Babbitt-Pearce				X
Molly Brostrom				X
Alan Pursell				X
Ingrid Hogle				X
Tanasha Stevens				X
Laura Quesada		X		
Marva Reyes		X		
Peter Limata		X		
Tanisha Champion			X	
Heather Palin	X			

Meeting Schedule (day/month/time)	2 <sup>nd</sup> Tuesday each month @ 5:30
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**SSC Legal Requirements: (Ed. Code 52852)**

- Members MUST be selected/elected by peer groups;
- There must be an equal number of school staff and parent/community/student members;
- Majority of school staff members must be classroom teachers;
- Parent/community members cannot be OUSD employees at the site.

1-Principal  
3-Classroom Teachers  
1-Other Staff  
**AND**  
5-Parent /Community